

WOOLENWICK JUNIOR SCHOOL

HISTORY POLICY V1

Policy Name	History Policy
Created by	Mark Borland/Karen Jones
Responsibility of	Karen Jones/Improvement
Reviewed by	Sean Randall
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Version History

Version	Amendments	Date	Author
V1	Original document based on new curriculum	11/02/15	M. Borland/ K. Jones

Aims

At Woolenwick Junior School we aim for a high-quality History education which will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Objectives

At Woolenwick Junior School our aims are to ensure that all pupils:

- Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.
- Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.

- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.
- Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Expectations

By the end of Key Stage 2, most pupils will be able to:

- Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.
- Note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
- Construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- They should understand how our knowledge of the past is constructed from a range of sources.

Breadth of Study

At Woolenwick the pupils are taught the knowledge skills and understanding of History in the following different areas:

Year Group	Areas of Study
3	<ul style="list-style-type: none"> • Iron Age • Celts
4	<ul style="list-style-type: none"> • Greeks • Romans
5	<ul style="list-style-type: none"> • Anglo Saxons • Vikings
6	<ul style="list-style-type: none"> • TBD

Planning

In planning, to ensure the progression described above through teaching the British, local and world history outlined below, teachers will combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

- The school has adopted the International Primary Curriculum scheme of work to ensure appropriate breadth, continuity and progression.
- The units of work are located within the whole school curriculum map and identify which unit should be taught in which term of which year.
- Medium term planning is provided for guidance. This identifies time allocations, the learning objectives and outcomes and suggests activities that will enable these to be achieved.
- Teachers use these medium term plans as the basis for their short term planning. They modify the plans, adapting ideas in the light of assessment and the needs of their class.
- Plans are monitored either by a member of the Senior Leadership Team or by the History co-ordinator.

Teaching and Learning

The school uses a variety of teaching and learning styles in History.

- We aim to provide information in a variety of ways and we promote active learning experiences that engage pupils and make learning worthwhile, interesting and fun.
- We provide a variety of Visual, Aural and Kinaesthetic teaching and learning material and give opportunities for pupils to record their understanding in a variety of ways.
- We do this through a mixture of whole-class teaching and individual/group activities. Within lessons, we give pupils the opportunity both to work on their own and to collaborate with others, listening to other pupils' ideas and treating these with respect.
- In all classes there are pupils of differing ability. We recognise this fact and provide suitable learning opportunities for all pupils by matching the challenge of the task to the ability of the pupil. We achieve this through a range of strategies:
 1. setting common tasks that are open-ended and can have a variety of results;
 2. setting tasks of increasing difficulty where not all pupils complete all tasks;
 3. grouping pupils by ability and setting different tasks for each group;
 4. providing a range of challenges through the provision of different resources;
 5. using additional adults to support the work of individual pupils or small groups.

Work at Home and Outside Lessons

Many activities provide opportunities for teachers to set worthwhile tasks that can be completed outside formal teaching time. Suitable tasks include:

- Finding out more information from, family, friends and others.
- Collecting material from home.
- Collecting data and information by researching topics at home, in local libraries and via the internet.
- Visiting places of historical interest in the locality.

The school is also keen to broaden pupils' experience and there is a school trip with a History focus for each year group every year.

Contribution of History to Teaching in Other Curriculum Areas

English

- Reading and writing are essential for the processes of finding out about and communicating an understanding of history.
- Discussion, drama and role play are aspects of the programmes of study for speaking and listening and are important ways for pupils to develop their understanding that people have different viewpoints and perspectives on history.
- Important skills in information retrieval, classification and interpretation are taught through history. Pupils will be taught to find and select information from a range of sources including books, articles and newspaper reports.
- Pupils will be given the opportunity for extended writing in both fiction and a range of non-fiction genres.

Computing (ICT)

Computing can help pupils' learning in History by:

- Enhancing their skills of historical enquiry.
- Providing access to a range of information sources including CD ROMs and the internet or data analysis via databases or spreadsheets.
- Supporting the development of their understanding of historical patterns and processes.

Personal, Social and Health Education (PSHE) and Citizenship

History can play an important part in promoting citizenship through:

- Providing opportunities for pupils to discuss the nature and diversity of societies in Britain and the wider world.
- Developing pupils' enquiry and communication skills and to be able to critically evaluate evidence and analyse interpretations.
- Developing pupils' knowledge and understanding of both local and national government and the decisions they make.

Spiritual, Moral, Social and Cultural Development

History provides opportunities to promote:

- Spiritual development through helping pupils appreciate the achievement of past societies and to understand the motivation of individuals who made sacrifices for a particular cause.
- Moral development through helping pupils to recognise that actions have consequences by considering the results of events and decisions.
- Social development through identifying how different societies were organised in the past and considering different political structures.
- Cultural development by helping pupils to recognise the differences and similarities between cultures and within cultures over time.

Inclusion

- History forms part of our school curriculum policy to provide a broad and balanced education to all pupils.
- We teach History to all pupils, whatever their ability or achievement.
- We try to empower all pupils to achieve all that they can.
- We provide structured support and careful differentiation to ensure appropriate challenge.
- Where appropriate we may adapt activities to enable a pupil to complete an activity.
- Teachers provide learning opportunities that are matched to the needs of pupils with learning difficulties.

Assessment and Recording

- Teachers assess pupils' work in History by making assessments as they observe them working during lessons.
- They note the progress that pupils make by assessing the pupils' work against the learning objectives for their lessons. Teachers use their assessments to plan the future work for the pupils.
- Teachers complete an end of unit assessment where they identify those pupils who have made either more or less than expected progress.
- Teachers make an annual assessment of progress for each pupil, as part of the annual report to parents. Each teacher passes this information on to the next teacher at the end of each year.

Resources

- Our school has a wide range of resources to support the teaching of History across the school.
- Resources linked to topics are kept in the Resources Room. This room is not accessible to pupils (all resources are listed on the shared drive).
- We have a large number of related texts that are in the School Library. Teachers are encouraged to make displays of linked texts in the class for easy reference.

Monitoring and Review

- The monitoring of the standards of pupils' work and of the quality of teaching in History is the responsibility of the History subject leader.
- The work of the subject leader also involves supporting colleagues in the teaching of History, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.
- The History subject leader gives the Headteacher an annual report in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement.